

Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
(Transition Period)

Date Submitted September 12, 2005

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

Academic Program/AES Unit Masters of Arts in Counseling Psychology

Person Preparing Review B. Rudolph

Provide summary of the last cycle's use of results and changes implemented.

Results were used to demonstrate the program's progress in assessing student performance to Southern Association Accreditation of Schools and Colleges and changes in texts, and syllabi were made. Discussion of curricular and assessment changes were entertained.

Provide summary of budget decisions and their impact on your program/division.

As the budget is set for this year, no dollar amount was set for changes. Funding for operational costs was not increased. However faculty continue to be innovative in making changes that require careful investment of faculty time, but not monetary expenditures.

Section I: Planning and Implementation

Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program/Administrative/Educational Support Unit Mission

The mission of the MA Program in Counseling Psychology at TAMIU is to prepare students to become professional helpers skilled in counseling and psychology. Counselors will be prepared to utilize preventive strategies to promote mental health as well as creatively identify, address and serve the counseling and psychological needs of communities and individuals in multicultural contexts, such as the growing populations along the Southern border of the United States and Mexico. We prepare professional helpers to value all cultures and to respond sensitively to the special issues of life in border communities.

Identify outcomes and relationship to Strategic Plan

Outcome 1

Students will demonstrate ability to critically evaluate and integrate a relevant body of psychological literature.

Identify Strategic Plan Goal related to Outcome 1

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)

2.5.0 To increase student retention, involvement and academic success at Texas A&M International University. To develop and maintain the quality of academic programs. Strengthen and expand student research and scholarship.

Strategy: Continue to provide quality programs and services that assist graduate students' identification with a strategy of life-long learning that includes critical thinking and coherent communication in APA style.

Methods of assessment

A faculty team evaluates student literature reviews of 6-8 pages. Reviews come from peer reviewed journal articles for the required course, PSYC 5320, using a six category rubric. The rubric is called the APA Style Evaluation Form- Graduate. Categories are: Importance of topic/Effective Introduction, APA format, Currency and relevance of literature cited, Effectiveness of conclusions, Technical and scientific writing, and Gramatical and spelling accuracy.

Frequency of administration

Once a year in Spring when PSYC 5320 is offered.

Criteria/Benchmark

Ratings by faculty across all categories will average 80% and the average rating on none of the areas will be less than 70%.

Outcome 2

Students will demonstrate their knowledge of theories of counseling and psychotherapy, including strengths and weaknesses and areas of application.

Identify Strategic Plan Goal related to Outcome 2

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)

2.5.0 To increase student retention, involvement and academic success at Texas A&M International University. To develop and maintain the quality of academic programs. Strengthen and expand student research and scholarship.

Strategy: Implement IEP; track student performance and use of results to improve program. Review results regularly among psychology faculty and make adjustments to class offerings as results indicate.

Methods of assessment

An objective, multiple-choice measure of counseling and psychotherapy theories is administered to all MACP students as part of the Comprehensive exam. The test is called Counseling and Psychotherapy: Theories & Applications Objective Test.

Frequency of administration

Comprehensives are offered once each semester, but MACP students do not always elect to take the exam each semester.

Criteria/Benchmark

80% of the students will score at or above the 80% level and no student will score below 70%.

Outcome 3

Students will demonstrate basic counseling and professional competencies in direct services to clients.

Identify Strategic Plan Goal related to Outcome 3

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)

2.5.0 To increase student retention, involvement and academic success at Texas A&M International University. To develop and maintain the quality of academic programs. Strengthen and expand student research and scholarship.

Strategy: Implement IEP; track student performance and use of results to improve program. Review results regularly among psychology faculty and make adjustments to class offerings as results indicate.

Methods of assessment

During the internship student submit video or audio taped interviews for evaluation by a faculty team. Faculty use the Working Alliance Inventory (WAI), external raters form. In addition, all students complete the Multicultural Counseling Awareness Scale (MCKAs, Ponterroto, et. al., 1991). Student responses will be comparable to those in the literature in both the knowledge and awareness scales (typical score in literature is 5 for counseling interns). Site supervisors also complete a locally developed measure, The Site Supervisor's Rating Form which is used to evaluate professional and counseling competencies in field placement.

Frequency of administration

Once each in the Fall and once in the Spring semester.

Criteria/Benchmark

Ratings on the WAI will average at least 80% on the Goals, Tasks and Bond subscales. Each student will achieve a 5 on the MCKAs. The supervisor's rating will average 80% in all competencies and none of the individual competencies will be less than 70%.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring, 2005

Outcome 2

Spring, 2005

Outcome 3

Spring, 2005 & Summer 2005 Site Supervisors Ratings only

What were the results attained (raw data)?

Outcome 1

N=3 Importance of topic=88%, APA Format =83%, Currency & Relevance= 85%, Effectiveness of Conclusion=84%, Technical and scientific writing=81%, Grammatical and spelling accuracy=84%. Low average was 81% and high was 88%. Average rating across all categories = 84.2%

Outcome 2

N=6 N=6. 100% of the scores were above 80% correct. The individual scores were: 96%, 84 % .90%,92%,94%,86%. Mean score correct was: 90%

Outcome 3

N=6 Site Supervisors' Ratings: Thirteen competencies measured:Communicate empathy=100%,Accurate and sensitive summary=90%, Maintenance of structure=95%, Maintenance of working alliance=95%, Sensitivity to diversity=98%, Record Keeping=98%, Professional and Ethical Standards=100%,Openness in supervision=95%, Seek feedback and respond nondefensively=100%, Demonstrate self-awareness=95%, Collaboration with staff and colleagues=95%, Skill in acquiring information using appropriate technology=96%, Demonstrate critical thinking skills=95%.

Who (specify names) conducted analysis of data?

Outcome 1

Dr. Teranishi collected the results, Dr. Rudolph conducted the analysis .

Outcome 2

Dr. Rudolph conducted the analysis of results .

Outcome 3

Drs.Salinas and Rudolph collected the results. Dr Rudolph conducted the analysis.

When were the results and analysis shared? With whom (department chair, supervisor, staff, external stakeholders)? Minutes with data analysis submitted to assessment@tamiu.edu? (Please use Minutes Template located on the Project INTEGRATE web page.)

Results discussed with faculty in August of 2005 and template of minutes were sent to Integrate email on September 12, 2005.

Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?

Assessment documentation was submitted in spring of 2004 to OIE&P.

Use of Results: Indicate what changes, if any, based on the data have been recommended?

Outcome 1

Small sample sizes limit generalizing from these results. Continued data collection recommended to make more valid conclusions. Rubric has been distributed in several MACP courses including PSYC 5320 as a teaching device in preparation for paper writing assignments.

Outcome 2

More class time is devoted to the areas where students scored less highly in PSYC 5303, Theories of Counseling and Psychotherapy. Faculty member now teaching Marriage and Family has a Ph.D. specialization in that area.

Outcome 3

Small sample size limits generalizing from these results. Continued data collection is recommended to draw more valid conclusions. Continued use of the MCKAs. Discussion by psychology faculty in the MACP program of discontinuance of the WAI. Need for good site supervision for students noted by faculty and more students are applying for internships & practicums at the TAMIU Community Stress Center seeking better supervision.

Section III: Programmatic Review

What are the implications of the recommended changes?

Faculty will monitor findings each semester even though they are reported annually. Faculty discussion of best assessment processes needs to continue. Supervision of more students at the TAMIU Community Stress Center places more supervision burden on program director, as well as need for adequate malpractice insurance coverage.

Will resources be affected by the recommended changes? Yes No

If so, specify the anticipated effect(s) using the chart below:

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input checked="" type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other: Enter text here

Narrative description and justification for request including related strategy

(Attach Budget Request 'Form B' and/or 'Form C')

Enter text here

If funding, physical or other resources were requested, what is the impact of the budget decisions on program/division?

Enter text here

In the box below, provide information on the outcomes for the next assessment cycle:

Outcomes for Next Assessment Cycle
Continuation of present outcome(s) - (Indicate reason for continuation): Small sample sizes make valid conclusions difficult to make. We will continue to increase our sample size.
New Outcome(s) – (List outcomes below):
Modification of present outcome(s) – (Indicate reason for modification): Faculty is considering reducing the number of outcome measures used for outcome 3, but no firm decision has been made as of the date of this report.